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doubtless would develop. Interesting as it is, the book would be much more readable and valuable for many of its readers had the bits of concrete material which it contains been considerably multiplied.

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School Discipline. By WILLIAM CHANDLER BAGLEY. New York: Macmillan, 1914. Pp. vii+259. \$1.75 net.

School discipline, like the poor, is always with us. The subject has so long been treated in educational journals, books, institute and other lectures, that one might well hesitate before attempting to add to the literature of the subject, and a school man could scarcely hope to find a book giving a fresh treatment of this hackneyed topic.

Bagley's *School Discipline*, however, abundantly justifies the author's temerity in undertaking what might well seem a bootless task. Like the other books coming from the facile pen of this versatile writer, its style is so engaging as to invite the reader to read on, even if he does not care to know more about school discipline. Few are the books for teachers which treat a subject so narrow and so technical and at the same time give it something of literary charm. The one before us shows on every page the writer's familiarity with the literature of his profession, past and present, but its phraseology and its vocabulary are the sort which characterize the writings and speech of one who is as much at home in other fields of literature as in the pedagogical one.

There is not a dull chapter in the book. There is not one which we could wish omitted. There are few which do not contain discussions and sensible suggestions pertinent to the science and art of *instruction* as well as that of *discipline*. This is perhaps only a way of stating that the book gives a *fundamental* and not a *superficial* treatment of discipline in the schoolroom.

Principles and methods, not devices, are the author's concern. The modern notion of the meaning of good discipline; the fundamental relation of pupils' behavior to the personality of the teacher; the effect of raising the qualitative standards of school work; the importance of individual assignments; the tonic influence of a regimen of work; the doctrine of *interest* and of *effort* in their mutual relations to discipline, are all discussed in such a fashion as to lead the teacher to see that the *best-disciplined* school is likely to be the one *best taught*, proper discipline coming as a by-product.

On the other hand, there is recognition of the fact that the best-laid schemes of teachers gang aft a-gley, as truly as those of mice and men. With this in mind, there are valuable chapters on the place and limitations of coercive measures; the psychology of reward and penalties; the relation of corporal punishment to the larger ideals of the day; contemporary school penalties; and the various types of children recognized as troublesome ones.

The book contains numerous concrete illustrations of successful dealing with breaches of conduct of all sorts in many different situations and schools, giving point to discussions of principles necessarily general in their nature and application.

The questions and exercises with which each chapter closes must prove stimulating and thought-provoking to the teacher who wishes to do more than passively receive directions, whether from book, lecturer, principal, or superintendent.

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The Problems of Boyhood. A Course in Ethics for Boys of High-School Age. By FRANKLIN W. JOHNSON, Principal of the University High School. Chicago: The University of Chicago Press, 1914. Pp. xvi+130. \$1.00.

"On the South Side of Chicago, at the Hyde Park Branch of the Young Men's Christian Association, boys from three high schools meet each Wednesday evening from November to May. All sit down together at 6:15 for dinner and at 6:45 meet in separate rooms, the boys from each school with a teacher from the faculty of the school, for a discussion period of forty-five minutes." Mr. Johnson has been in charge of one of these classes for the past four years. His *Problems of Boyhood* is the outcome of this work. Of the interest aroused by these classes the foreword supplies sufficient evidence, both general and specific. Concerning their effects, as shown in his own school, Mr. Johnson writes: "It has been gratifying to observe, during the three years since the Discussion Club has been in existence, a steady improvement in the moral tone of the school in such matters as involve honesty in the relations of pupils with each other and with their teachers, respect for property rights, good sportsmanship, clean speech, which may be fairly traced in no small degree to the discussion of these topics."

Current ideas as to what is intended by a course in moral instruction are, for the most part, so vague or so inadequate that it may be worth while to enumerate some of the subjects discussed. They included habit, the influence of custom, integrity in its several forms, vice in its various manifestations, what may be called the ethics of speech, conservation and efficiency in both their national and personal applications, clubs and fraternities, the duties of good citizenship, the nature of success, the choice of a life-work, and the place of religion in a complete life.

The questions raised were, first: What is the right or wrong course of action in the conditions under consideration? Most people seem to suppose that this forms the chief or the sole content of a course in moral instruction. As a matter of fact, for those who, like Mr. Johnson, know their business, it forms a very subordinate feature, consisting in the main of making ordinary vague notions more precise, as: What is dishonesty in preparing a lesson? Far